

## Textbook Alignment to the Utah Core –Foundations 2

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Foundations 2 Core Curriculum

**Title:** \_\_\_\_\_ **ISBN#:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** \_\_\_\_\_%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

**STANDARD I: (Making):** Students will assemble and create works of art by experiencing a variety of art media and by learning the art elements and principles.

**Percentage of coverage in the *student and teacher edition* for Standard I:** \_\_\_\_\_%

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I:** \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

*Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)*

*Coverage in Ancillary Material (titles, pg #'s, etc.)*

*Not covered in TE, SE or ancillaries ✓*

<b>Objective A: Refine techniques and processes in a variety of media.</b>				
•	Experience and control a variety of media, including current arts-related technologies.			
•	Select and analyze the expressive potential of art media, techniques, and processes.			
•	Practice safe and responsible use of art media, equipment, and studio space.			
<b>Objective B: Create works of art using art elements and principles.</b>				
•	Create expressive works of art using art elements, including Form, texture, value, and depth.			
•	Create expressive works of art using the art principles, to organize the art elements, including unity and emphasis.			
<b>STANDARD II: (Perceiving): Students will find meaning by analyzing, criticizing, and evaluating works of art.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Critique works of art.</b>				
•	Analyze artworks regarding use of art elements and principles.			
•	Examine the functions of art.			
•	Interpret works of art.			
<b>Objective B: Evaluate works of art.</b>				
•	Analyze and compare works of art using a variety of aesthetic approaches.			
•	Evaluate works of art based on forming techniques, effective use of art elements and principles, fulfillment of functions,			

	impact of content, expressive qualities, and aesthetic significance.			
<b>STANDARD III: (Expressing): Students will create meaning in art.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Create content in works of art.</b>				
•	Identify subject matter, metaphor, themes, symbols, and content in works of art.			
•	Create works of art that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.			
•	Create divergent, novel, or individually inspired applications Of art media or art elements and principles that express content.			
<b>Objective B: Curate works of art ordered by medium and content.</b>				
•	Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.			
•	Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.			
<b>STANDARD IV: (Contextualizing): Students will find meaning in works of art through settings and other modes of learning.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>

<b>Objective A: Align works of art according to history, geography, and personal experience.</b>			
• Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the ans, tenebrism of the Baroque.			
• Analyze the impact of time, place, and culture on works of art.			
• Evaluate own relationship with artworks from various periods in history.			
<b>Objective B: Synthesize art with other education subjects.</b>			
• Integrate the visual arts with dance, music, and theater.			
• Explore how visual arts can be integrated across disciplines.			
<b>Objective C: Evaluate the impact of art on life outside of school.</b>			
• Examine careers related to visual arts.			
• Predict how the visual arts can add quality to life and lifelong learning.			